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ABSTRACT

In 1988, a longitudinal study was conducted of 1,000 students entering San Jose City College's (SJCC) English as a Second Language (ESL) Program between fall 1982 and spring 1987. Data for the study were collected from randomly selected student information profiles completed by students during ESL placement testing and from student academic records at SJCC and selected transfer institutions. The study sought to determine trends in students' age, gender, national/ethnic origin, linguistic background, place of residence within the district, length of residence in the United States, previous educational background, attendance at U.S. high schools, educational objectives at SJCC, number of semesters at SJCC, associate degree recipients, and transfer rates. Study findings included the following: (1) in fall 1981, 86% of the ESL students at SJCC were Vietnamese, with the remainder coming from 10 other countries; (2) 79% had been living in the United States for 2 years or less, 53% lived in downtown San Jose, and 84% were between 18 and 39 years old; (3) 65% spoke Vietnamese and 21% spoke Chinese; (4) 90% were refugees and 21% had had more than 12 years of education in their home countries; (5) by fall 1987, only 35% of the ESL students were Vietnamese, with the remaining students coming from 76 different countries; (6) 63% had lived in the United States 3 years or longer, and only 17% lived downtown; and (7) 24% of the entire group of 1,000 students were still continuing their studies at SJCC in fall 1987, 1.66% had earned associate degrees, and 4% had transferred to four-year institutions. A history of the ESL program at SJCC and recommendations for its improvement are included in the report. (AAC)

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HERE TODAY - HERE TOMORROW: A LONGITUDINAL STUDY OF 1,000 STUDENTS ENTERING SAN JOSE CITY COLLEGE'S ESL PROGRAM

by

Alice Gosak

San Jose City College

April 1988

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FOREWORD

"What else can you teach?" was the question I had to answer with disconcerting frequency during my early days at San Jose City College. The intent of the question was not to schedule me to teach a course in South Slavic folklore or the intricacies of the political art as practiced at Haile Selassie's court. Rather, it implied that English-as-a-second-language was a temporary phenomenon in the city of San Jose and in the State of California.

Having spent enough time at San Jose City College to complete a sabbatical project and to see the ESL Program become the largest in the District, I had no difficulty coming up with a title for this report. HERE TODAY, HERE TOMORROW aptly expresses my prediction of the need for and presence of English-as-a-second-language instruction at community colleges and in other segments of education at California as we march into the Twenty-First Century.

The opportunity to satisfy my curiosity and to research data on which solid decisions can be based has been rewarding and stimulating. I wish to thank Dr. Richard Goff, the members of the Board of Trustees of the San Jose/Evergreen Community College District, and the members of the Professional Recognition Committee for granting me this sabbatical.

Dr. Byron Skinner, Dr. Leo Chavez, and Mrs. Mary Jane Page have my thanks for supporting my request for a sabbatical. Mr. Robert Brown, Ms. Dea Nelson of San Jose State University, Dr. Jon Kangas, Mr. Robert Feinour, and Ms. Peggy Harrington have been helpful in providing information and suggestions.

My fullest measure of gratitude goes to my long-suffering husband, Dr. Norman Gary, who patiently reread my manuscript and directed me in the intricacies of data management, and to my friend and valued colleague, Mrs. Virginia Scales, whose cheerfulness and persistence got me through the first seven years.

I. The Purpose of This Study

Within the past ten years, the ESL Program at San Jose City College has grown dramatically. This growth is not surprising when the changing demographics of the state of California is considered. The Master Plan for Higher Education notes that the area of ESL is the single largest category with the largest enrollment of any segment of education in California. (Report of Joint Committee for Review of the Master Plan for Higher Education, June 1986, p. 13). ESL was not even mentioned in the Master Plan of 1960, yet it is destined to play an important role in all segments of California education at least through the turn of the century.

The increase in ESL enrollment at San Jose City College and throughout the state has been so rapid that there has been little time to assess data in order to formulate decisions. This study is an attempt to examine the data on a random sample of 1,000 ESL students who enrolled at San Jose City College over a five-year period from Fall 1982 to Spring 1987. The study is the first of its kind in this district and throughout the state. It examines the characteristics of the San Jose City College ESL Program as to age, gender, national/ethnic origin, linguistic background, length of

time in the United States, district geographical distribution, and local high school attendance. It determines the rate at which ESL students receive A.A. degrees and transfer to four-year institutions. It also looks at the reasons why ESL students attend San Jose City College and the number of semesters which they attend.

After analyzing this data, it is hoped that recommendations can be made that will assist in administrative decision-making such as the allocation of District resources; the provision of student services (e.g., counseling, placement testing); the focusing of marketing and community outreach; the improvement of curriculum design, materials selection, and teaching approaches.

II. Method

Incoming ESL students fill out a student information profile at the time they take the ESL placement test (Appendix I). The questions on the profile have varied over the semesters for the purpose of simplification, but they have generally contained questions on gender, national origin, language background, zip code, and length of time in the United States. Some semesters' profiles also contain information on years of education completed and high school attendance in the United States. Enough data on these categories exist to make some generalizations.

One hundred profiles of students who took the ESL placement test were randomly selected from each semester's group based on the fourth digit of their telephone numbers. It was then ascertained whether the individuals did indeed enroll. From 49% to 69% of each semester's group actually enrolled. It was necessary to complete the sample by continuing the process of random selection.

The profiles were examined to obtain the categories of information. Additionally, student records were obtained from Data Processing with the assistance of the Registrar. These records were examined to extract information about the students' careers at San Jose City College which could not be obtained from the Student Information Profile.

The most difficult aspect of tracking the students has been following them beyond San Jose City College. California State University at San Jose through its Relations with Schools Office supplied the writer with the names of all SJCC students in attendance and their grade point averages. Names, however, like their owners, become Americanized, so it was sometimes difficult to recognize the Jennifer of San Jose State's records as the Ngoc-Dung of the study. Fortunately, the social security numbers could be used for verification.

The records of the University of California system are not as comprehensive as those of San Jose State. Through

the President's Office of the University of California, it was only possible to obtain the number of SJCC students transferring to the University of California system as of the fall of 1985 (a total of 5), 1986 (a total of 15), and 1987 (a total of 5). Fortunately, by maintaining personal ties to students long after they left SJCC, the writer was able to list some of the individuals from the sample who transferred to the UC system and to institutions outside the state. Because of this reliance on personal contact, it is probable that the transfer of ESL students to four-year institutions is actually underestimated.

III. History of SJCC's ESL Program

San Jose City College's ESL Program had a modest start during the 1970s with courses for immigrants and a special course for foreign students (F-1 visa holders). A huge influx of "boat people" from Vietnam during the late 1970s caused the enrollment to swell. In fall 1980, four new full-time ESL specialists were hired, bringing the number of full-time instructors in that area to six. The number of ESL students during that semester stood at 858.

In fall 1982, changes in the ESL curriculum were implemented. (See 1982 flowchart). Formerly, there were six

levels of ESL. At the lower three levels, this course set-up required students to take nine hours of classes per week and it allowed them the option of three more hours of ESL classes per week. At the upper three levels, students were required to take six hours of ESL classes per week and were optionally permitted to take three more hours of ESL per week. No ESL 1A course was offered, but ESL 92A, a course following ESL 92 (essay writing) was taught. At the lowest level, ESL 300A, one section was designated for those who had the lowest test scores. Students at each of the three lower levels met three days a week for three-hour periods with the same instructor. Language laboratory use was restricted from 12 noon to 4:00 p.m. daily, making it difficult, if not impossible, for lower level students, whose classes met from 1:00-4:00 p.m., to make full use of the language laboratory facility.

The curriculum revision changed the nine-hour block classes for the lower levels, a model used in adult education programs, to separate skills classes of five, four, and three hours, a model more appropriate to college credit programs. The ESL 92A course was retired as it had no English Department equivalent. An ESL 1A class was established as a sufficient number of ESL students qualified

for that level. Thus, the new curriculum totaled a required twelve hours of ESL instruction weekly compared with nine weekly required hours of ESL before at the lower levels. It added a three-hour required reading course at Level 4. Requirements for ESL 92 and ESL 1A remained the same.

Prior to fall 1981, ESL students were placed in classes based on a placement test that was given to all ESL students at the beginning of the semester. They also wrote an autobiographical sketch on their student profile, which was then given to their teachers for additional information.

In fall of 1981, student profile information began to be kept in the ESL Office. The Michigan Placement Test (MPT) was used in place of the previous instrument. Additionally, a writing sample drawn from three non-biographical topics was administered and incorporated into the placement procedue. These three comparable topics are rotated throughout the placement period. Two other sets of topics were introduced in subsequent semesters. Based on the results of both parts of this test battery (MPT and writing sample), students continue to be placed in one of six levels. After several semesters of following student progress, it was determined that students with an MPT score of 20 or lower who are unable

sufficient number of ESL students qualified for that level. (See accompanying 1982 flow chart). Thus, the new curriculum totaled a required twelve hours of ESL instruction weekly compared with nine weekly required hours of ESL before at the lower levels. It added a three-hour required reading course at Level 4. Requirements for ESL 92 and ESL 1A remained the same.

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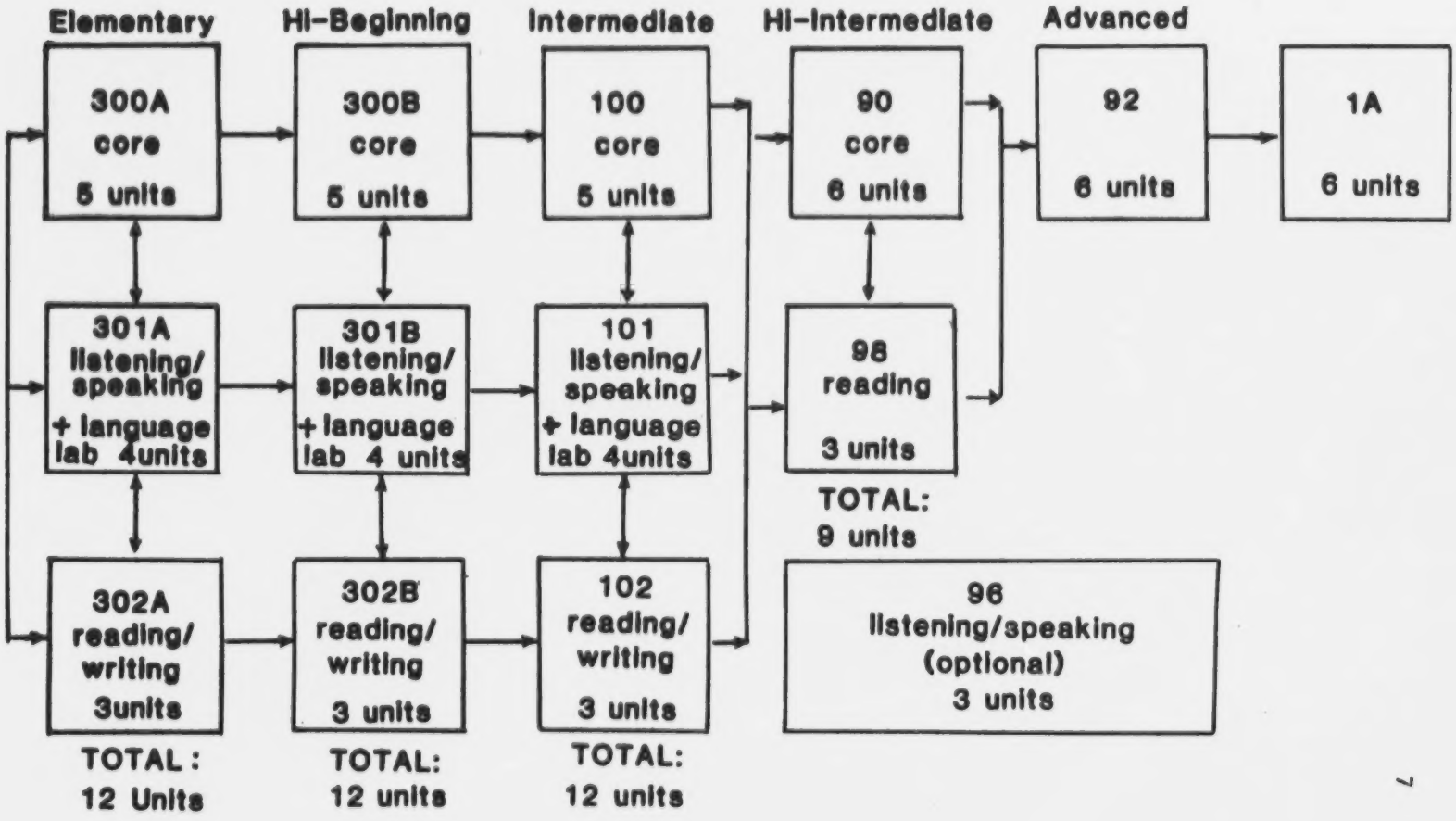
ESL CURRICULUM SAN JOSE CITY COLLEGE

1982 Flowchart



to produce a writing sample do not succeed in SJCC's program. By agreement with the Metropolitan Adult Education Program, these individuals have routinely been referred to adult education programs in the area since 1982.

Exit from ESL classes at SJCC is based on final examinations prepared in common by ESL instructors for each skill area and level. This practice has insured uniformity of standards in a program with a high proportion of part-time instructors. At the fourth level, final writing examinations are anonymously board graded by all ESL teachers at that level. At the fifth and sixth levels, the essays of ESL students and those of native English speakers are board-graded by all ESL and English rhetoric instructors at that level in order to maintain consistent standards.

In the fall of 1986, a curriculum that aligned the ESL programs of San Jose City College and Evergreen Valley College was put into effect. (See accompanying 1986 flowchart). As the numbering of ESL courses has changed twice since fall 1982, for the purpose of uniformity, this study shall use the following to describe students' English proficiency:

Level 0 (Adult Education Referral)--learners with insufficient background in English to profit from instruction in the lowest of ESL classes at SJCC.

Level One: learners at this level are able to function in most survival situations. They are literate in the

English alphabet and able to read simplified materials and to understand slow, simplified speech.

(Note: The reader is cautioned not to equate language proficiency with educational level or grade level. Learners at this level are usually literate in one or more languages and may be highly educated.)

Level Two: learners at this level have progressed beyond the survival stage and can read and converse about a limited range of topics.

Level Three: low intermediate level learners are able to function in certain selected courses outside of the ESL Program such as mathematics. A shift in emphasis from listening/speaking to written skills begins at this level in the SJCC program.

Level Four: high intermediate learners are able to converse with increasing fluency. Emphasis on writing skills becomes heavier. The learner may enroll in vocational courses.

Level Five: advanced learners are able to converse in fluent if accented English. Emphasis on writing increases as learners' final course essays are board-graded with those of native English-speaking students. Learners are deemed ready for academic courses.

Level Six: continued emphasis on writing. Learners are expected to write 8,000 words at this course level

in the form of a documented research paper and essays. Board grading of final essays with those of native English speakers continues.

In fall of 1984, fees of up to $50.00 per semester were imposed on the community college students. At this time, it was feared that enrollment would plummet because of the fees. To counteract this possibility, the writer and Patricia Nguyen, a fellow ESL instructor, enlisted the aid of ESL students in creating a poster. (Appendix II). The poster was distributed to downtown businesses by the writer and Ms. Nguyen. In addition, the writer sent a letter and poster to clergymen at seventy San Jose churches and temples having foreign language services. The response was significant and heartening for the ESL Program. While other enrollments declined throughout the college, ESL enrollment burgeoned, making that program the largest in the District.

Through the writer's efforts and those of Patricia Nguyen, the campaign to inform foreign language-speaking residents of the area of the existence of SJCC's ESL Program has continued. In fall 1985, a small sum of money was allocated for ESL marketing. The effort has continued through January 1988.

As of fall 1982, when the curriculum change was implemented, it has been impossible to estimate the unduplicated enrollment of ESL students at San Jose City College. Inquiries of the

Registrar's Office and Data Processing indicate that this figure is not routinely available. As average daily attendance (ADA) is figured based on enrollment, perhaps the number of unduplicated enrollments is not germane to this study and to other areas.

Unduplicated enrollments figures have not regularly been kept by the ESL Program or provided to it. However, in fall 1985, as of the first census, ESL enrollment at SJCC stood at 1995. As of fall 1987, the first census tally of ESL enrollment was 1990. In that semester, SJCC's ESL staff consisted of seven full-time and 25 part-time instructors. Classes continue to be offered mornings, afternoons, and evenings Monday through Thursday, mornings and afternoons on Friday and on Saturday mornings. In 1987-88, evening classes were offered at the San Jose City College campus, at the San Jose Bible College on South 12th Street, and at the Sacred Heart Community Center on Willow Street.

IV. Program Trends

1. Age

Table 1. Age Range of Entering SJCC ESL Students, 1981-1987.

	18-21	22-29	30-39	40-49	50+	Not Stated
Fall 1981	19%	39%	26%	8%	8%	
Fall 1982	26%	36%	26%	7%	3%	2%
Spring 1983	21%	41%	20%	12%	4%	2%
Fall 1983	31%	38%	21%	3%	3%	4%
Spring 1984	17%	47%	13%	9%	-	14%
Fall 1984	23%	37%	25%	4%	6%	6%
Spring 1985	21%	49%	24%	5%	1%	-
Fall 1985	26%	37%	28%	7%	-	2%
Spring 1986	17%	40%	32%	4%	6%	1%
Fall 1986	24%	42%	24%	7%	-	3%
Spring 1987	18%	50%	18%	9%	1%	4%
Fall 1987	18%	46%	27%	6%	1%	2%

Rather than average the ages of subjects of each sample, the writer established five categories of age for the purpose of this study. The first, 18-21-years-old, reflects the traditional age of students who would go directly to SJCC from high school. Other groups, 22-29-years-old, 30-39-years-old, and 40-49-years-old roughly represent seven- to nine-year intervals in age. The 50+-years-old category spans as many as 24 years among the subjects of this study. A sixth category, "age not stated," was established as a small proportion of individuals

did not state their age on their profiles. Given the time limitation of this project, and the small number of such individuals, it was not felt that tracking their true age at the time they entered SJCC was a priority.

When each category of data in Table 1 is examined, the results are not surprising. The 22-29-year-old group is the largest; the average percentage of this group during the ten semesters studied is 41.8%. The second largest group is the 30-39-year-old group with a ten-semester average of 23.66%.

A more meaningful approach to Table 1 is to examine age groups in combinations. For three semesters (spring 1983, fall 1983, spring 1984), there is a clear pattern of majority in the 18-29-year-old age group which comprised 62%, 69%, and 64% of the new ESL enrollment for those respective semesters. In fall 1982, fall 1986, and spring 1987, the totals of both the 18-29-year-old group and the 22-39-year-old group were equal with 62%, 64%, and 68% respectively.

In spring 1985, fall 1985, spring 1986, and fall 1987, the 22-39-year-old group was dominant with 73%, 65%, 72%, and 73% of the new ESL enrollment. It is likely that this trend will continue, a fact that is consistent with data showing the greatest number of immigrants to the United States fall within this age group. ("Literacy in a New Language," p. 6).

There are two implications of the aging of SJCC's ESL population. The first is that individuals entering a community college in their mid- or late thirties are more than likely supporting families and are unable to remove themselves from the labor market to pursue full-time studies for an extended period of time. Succinctly stated, such individuals are likely to attend the college to improve job skills, including language, take vocational courses, and perhaps pursue an A.A. degree. Secondly, because of the time involved in pursuing a university degree while working to support a family, these individuals are less likely to pursue a four-year degree as they perceive little advantage in entering the U.S. job market as new graduates well over forty years old when steady employment in a technical specialty is more likely to lead to career advancement.

Whether individuals entering SJCC's ESL Program after Spring 1985 will pursue A.A. degrees at a higher rate than their predecessors and whether they will transfer to four-year institutions at the same rate as earlier groups is the subject for future study.

Summary:

Throughout this study, the largest category (average: 41.83%) of ESL students entering SJCC has been between 22-29 years old. Combining the age groups studied here, however,

indicates that in the early semesters of this study, the largest percentage of entering ESL students were between 18-29 years old. In contrast, the trend that has emerged since spring 1985 shows the aging of this population. Seventy percent of this ESL population is now between the ages of 22-39. This pattern reflects nation-wide data on the age of immigrant populations.

The implication of the aging of SJCC's entering ESL students is that they are more likely to use the college to improve job skills, including language, and pursue A.A. degrees, rather than transfer to four-year institutions.

2. Gender

Table 2. Gender of Incoming SJCC ESL Students, 1981-1987.

	Male	Female
Fall 1981	61%	39%
Fall 1982	55	45
Spring 1983	60	40
Fall 1983	64	36
Spring 1984	57	43
Fall 1984	54	46
Spring 1985	62	38
Fall 1985	57	43
Spring 1986	65	35
Fall 1986	57	43
Spring 1987	58	42
Average (10 semesters)	58.9%	41.1%

Figures of gender range from 53-65% in favor of males. An average of 58.9% males and 41.1% females is noted over ten semesters.

A number of factors probably contribute to this imbalance. Almost universally in the traditional cultures from which this population is drawn, males are perceived to be primary breadwinners. They do indeed have the capacity to earn more in the United States and, consequently, many couples put a priority on the male learning English first. Secondly, if the figures for age are reviewed along with those for gender, it will be noted that the women in this group are of prime child-bearing age. As they invariably are also prime care-givers, they are faced with the demands of taking care of children, a limit to the time they have to spend on their own studies. Third, in some of the refugee groups in this study, most notably Afghans and Ethiopians, the number of males residing in the United States is greater, a fact no doubt related to the perilousness of escape from those countries and the fact that escape is often undertaken by individuals rather than family groups. Finally, although reliable figures will not be available on all groups until the completion of the 1990 census, there are probably a greater number of male immigrants than female ones. This inference is based on earlier patterns of immigration in which males were the first

to set out on the uncertain adventure of establishing themselves in a new land and bringing their families later.

Summary:

The percentage of males in this study averages 58.9% versus 41.7% for females. This distribution reflects the historic trend in immigration that remains prevalent in the United States.

3. National/Ethnic Origin

Table 3. National/Ethnic Origin of Entering SJCC ESL Students, 1981-1987.

	F81	F82	S83	F83	S84	F84	S85	F85	S86	F86	S87	F87
Vietnam	86%	65%	59%	46%	48%	54%	45%	50%	35%	48%	34%	35%
Mexico	5%	3	4	4	7	7	6	9	10	15	10	10
Africa	-	3	1	6	5	5	5	4	10	2	5	6
China, Hong Kong, Taiwan	-	4	4	7	8	8	5	8	14	6	7	6
SE Asia (-VN)	3%	7	17	13	13	7	13	8	3	5	9	8
Europe	-	3	-	2	1	-	1	-	3	3	1	-
Central America	1%	2	2	2	4	6	3	3	3	6	2	6
South America	-	2	4	2	2	2	5	2	6	2	5	4
Middle East	1%	2	-	7	4	6	5	3	4	4	7	7
South Asia	-	1	2	3	4	1	3	2	3	3	6	6
Korea	2%	5	3	6	2	4	8	5	4	-	7	6
U.S.	2%	-	3	1	-	-	-	1	2	3	2	2
Japan	-	1	1	-	-	-	1	1	-	-	-	-
Philippines	-	2	-	1	2	-	-	4	3	3	5	4

Continued on next page

Table 3 (continued)

	F81	F82	S83	F83	S84	F84	S85	F85	S86	F86	S87	F87
Vn Chinese	21%	18%	10%	6%	7%	17%	14%	15%	4%	11%	8%	8%
Total Chinese	21%	23%	19%	17%	17%	27%	20%	27%	19%	17%	15%	16%
Total Latin Amer.	6%	7%	10%	7%	13%	15%	14%	14%	19%	23%	17%	21%
Total Asian	91%	84%	84%	73%	73%	74%	72%	76%	59%	62%	63%	59%

In fall 1980, by far the greatest number of ESL students at San Jose City College were Vietnamese. While the ESL population had begun to diversify significantly by fall 1982, this perception of SJCC's ESL Program as a Vietnamese one persists. Although the Vietnamese continue to be the largest single ethnic group entering SJCC's ESL Program, their number has declined significantly--from 86% to 35% from F1981 to F1987.

In examining the profiles of ESL students entering SJCC, the writer notes that they do in fact come from 76 countries. (See Appendix III). As ESL students continue at SJCC for an average of four semesters, it can be assumed that representatives of these countries can be found on campus at most times.

Table 3 presents a geographical breakdown of the areas of origin of SJCC ESL students. Countries that represent a high enrollment (Vietnam, Mexico) or unique geographical situation (Korea, Japan, the Philippines, the United States) are represented separately.

African nations represented in this table are Ethiopia (and Eritrea), Somalia, Sudan, Sierra Leone, Nigeria and Cameroon with Ethiopians and Eritreans being the largest group. Egypt and Libya are counted with the Middle East group. The South Asia group contains Afghanistan, Bangladesh, India, Pakistan, and Sri Lanka. A separate Southeast Asia group, excluding Vietnam, represents Cambodia, Laos, Thailand, Burma, Indonesia, and Tonga.

The listing of the United States is superficially the most curious of all. Individuals in this category are from border areas (most notably in Texas), Puerto Rico, and Trust Territories such as Guam and Samoa. Their home languages are Spanish, Palauan, Chamorro, and Samoan.

Examining the same data from another perspective, the writer also noted four other categories. Three of them, Chinese, Latin American and Asian, are based on ethnocultural and geographical considerations. The fourth, dealing with refugee status, refers to the political status under which individuals may have entered the United States.

THE CHINESE GROUP. In tracing national origin, the writer noted that a significant number of individuals from Vietnam were, in fact, ethnic Chinese. Other Chinese in this study have immigrated from Burma, Cambodia, Indonesia, and the Philippines. When counted as a group, Chinese

enrollment in SJCC's ESL Program was 23%, 19%, 17%, 17%, 27%, 20%, and 24% from Fall 1982 until Fall 1985, making the Chinese group the second largest in the ESL Program. As of spring 1986, the Chinese and Latin American groups were equal in percentage. From fall 1986 through fall 1987, the Chinese group remained the third largest representing 17%, 15%, and 15% of incoming enrollees. As overseas Chinese from these countries tend to maintain a separate identity and to preserve their language, the size of this group has implications for student services and marketing.

THE LATIN AMERICAN GROUP. The Latin American group comprising Mexico, Central America, and South America, grew from 7% in fall 1982 to become the second largest group in fall 1986 with 23%. In spring 1987 and fall 1987, the group accounted for 17% and 21% of the incoming ESL enrollment. Although the group is linguistically homogeneous, the previous educational background of individuals within it tends to differ significantly.

THE ASIAN GROUP. The Asian subgrouping also represents a broad spectrum of countries, cultures, languages, and educational backgrounds. Asians comprised 40% of the immigrants to the United States in the 1980s (Viviano, p. 11) and Santa Clara, San Francisco, and San Mateo counties host

three of the four largest Asian-American populations in the continental United States (Viviano, p. 11).

In fall 1982, this group comprised 84% of SJCC's ESL enrollment. From fall 1983 through fall 1985, it remained well above 70%. Since spring 1986, this group has hovered around 60%. Asians from Vietnam, Taiwan, Cambodia, and Laos represent 73% of those receiving A.A.'s from SJCC in this study. Asians from Vietnam, Thailand, Korea, Taiwan, and the Philippines represent 58% of those in this study who transferred to four-year institutions. With popular media attention given to the persistence of Asians in educational programs throughout the nation, it would be interesting to track the persistence of this group at SJCC and in pursuing A.A. degrees and four-year degrees. Such a study, however, is beyond the scope of this paper.

THE REFUGEE GROUP. The fourth special category represents refugees, a status given to individuals granted asylum by the Immigration and Naturalization Service because they have fled Marxist regimes or faced persecution for political reasons in their countries. A high proportion of the subjects in this study fit into such a classification. In fall 1981, a year predating the study, 90% of the students entering SJCC's ESL Program were classifiable as refugees, primarily from Southeast

Asia. That figure changed between 80% and 65% from fall, 1982, through fall, 1985. Since spring 1986, the percentage of refugees entering SJCC's ESL Program has consistently remained over 52%.

Refugees come from a variety of countries, educational backgrounds, and socio-economic groups. Their departure from their countries is likely to have been on foot, by boat, or even by camel rather than by air. Most often, it was expensive in monetary and psychological terms. In transit, they might have spent time in the well-organized refugee camps such as those in the Philippines, where an opportunity existed to learn some English and to learn about American culture. More often, they spent their time in the fetid camps of Thailand, the Sudan, or Djibouti.

Refugees come to the United States with a mixture of fear and hope. If the burden of the psychological trauma of their experiences of escape and encampment and the despair at having to leave behind loved ones and valued careers can be overcome, the fortunate ones are ready to look at life in the United States as a new start. Programs offered at colleges such as San Jose City College play a vital role in that new start.

The tracking of refugee movements, that is, whether political upheaval occurs in a particular area of the world or whether United States immigration policy changes, is important

in anticipating increases in the need for ESL instruction or vocational training at the college. For example, what will the effects of the end of British rule in Hong Kong in 1999 be on the influx of Chinese to the Santa Clara Valley? Will the cessation of hostilities in Afghanistan lead to the repatriation of Afghanis in the United States? It is necessary to monitor political events throughout the world as they affect immigration into the United States.

CHANGES IN THE NATIONAL ETHNIC COMPOSITION OF SJCC'S ESL PROGRAM

In the ten semesters covered by this study, there have been notable changes in the national origin/ethnic composition of ESL students entering SJCC.

The Vietnamese group continues to be the largest, although the percentage of its number has declined to 35%. Still, that is 3½ times larger than the second group, students from Mexico. It is positive to see that SJCC's Latin American enrollment has grown significantly during the period covered by this study. However, Santa Clara County's Hispanic community was estimated to be over 226,388 as of the 1980 census (South Bay Cooperative Library System, p. 1), a figure that doubtless has grown. While not all of these individuals are in need of English-as-a-second-language instruction, they are underrepresented as a group in this program despite efforts at

outreach through Spanish-language advertising and connection with churches and other community agencies.

The Filipino community of Santa Clara, numbering approximately 75,000 (Viviano, p. 11) also appears to be underrepresented in the college as a whole if not in the ESL Program. Most Filipinos have a knowledge of English that places them at Level 4 of ESL instruction or above. This placement would make them eligible for concurrent enrollment in vocational and academic programs in the college. But they need to be attracted to the college from the neighborhoods where they are concentrated. Outreach through Filipino media and agencies will be necessary to accomplish this objective.

According to Professor Eraldo Silva of San Jose State University, the Santa Clara Valley is also home to Portuguese from the Azores, a community conservatively estimated to number 50,000. Yet in the entire sample of 1,000 used in this study, less than five Portuguese appear. In a discussion with the writer, Professor Silva noted that, because of the number and variety of businesses serving the Portuguese community and the number of employers who speak Portuguese, the need to know more than rudimentary English is not perceived as urgent by this group. Most are from rural areas and have not attended school beyond the elementary level, according to Silva. Some of his observations can perhaps be generalized

to immigrants from rural Mexico and in turn serve as an explanation for their absence at SJCC.

The Korean community of Santa Clara County now equals that of San Francisco with 30,000. A South Bay bureau of the KOREA TIMES has recently been opened. With appropriate outreach, the number of Korean students should increase as they are a recently-arrived group with limited previous knowledge of English. In January 1988, public service messages and Korean-language advertising were directed to this community. The results have been noticeable by an increase of Korean students enrolling in the ESL Program. Exact figures on this increase are not available at this time.

An interesting note can be made on the Laotian community of San Jose. In the early semesters of this study, the estimated San Jose Laotian population was 4,000 (South Bay Cooperative Library, p. 1). An estimated 90% of the community has since migrated to the Stockton area, leaving a group of 400 in San Jose. Laotian students can still be found in SJCC's ESL Program, but in far fewer numbers than at earlier dates.

Overall, SJCC's ESL Program reflects the ethnic diversity of the greater community. This diversity is a sign of vitality and bodes the continuation of students for this program in the future. ESL educators are aware of those programs that were composed of one or two national groups.

A political change, such as the hostage crisis in Iran in the late 1970s, could spell the overnight end of a student population. As long as the diversity and quality of SJCC's ESL Program is maintained, its future is assured.

Predictions of future trends in ESL enrollment, like all predictions, are best made with caution. Based on the data that has been collected for this study, a stabilization of the Vietnamese student population can be noted. The same can be said for the Mexican population, although the potential for growth exists. Central American growth will continue due to political unrest in the region. Iranian and Ethiopian (particularly Eritrean) immigration continues steadily as families are reunited. As hostilities in Afghanistan appear close to resolution, it is possible that the Afghani population of this program will diminish.

The Chinese population will continue to grow as the date of Hong Kong's return to China approaches. Korean immigration to San Jose has also increased significantly and promises to continue. Making these two communities aware of SJCC's ESL Program and the other offerings of the college are challenges for the immediate future.

In all, the prospect for continued growth in the ESL Program of SJCC is very good, as is its potential as a feeder for other programs in the college.

Summary:

Throughout this study, the largest group of students entering SJCC's ESL Program has been from Vietnam. However, this number has decreased from 86% in Fall 1981 to 35% in Fall 1987.

The second largest group from Fall 1981 through Spring 1986 has been Chinese from the People's Republic of China, Taiwan, Hong Kong, and various Asian nations in which Chinese have settled.

In Fall 1986, the total percentage of entering ESL students from all of Latin America (Mexico, Central and South America) exceeded the Chinese percentage and continued to do so through Fall 1987. However, in view of the size of the Spanish-speaking population in San Jose, this population is underrepresented in the college and among those receiving A.A. degrees and/or transferring to four-year institutions.

Other under-represented groups in this study include Filipinos and Portuguese.

The Korean and Chinese communities in San Jose appear to be growing while the number of Laotians has decreased dramatically due to out-migration.

Although the number of Asians in this study has declined from 84% in fall 1982, it has hovered around 60% since Spring 1986. Asians represent 73% of those in this study who received

A.A. degrees and 58% of those in this study who transferred to four-year institutions.

Over 52% of the students entering SJCC's ESL Program are refugees.

Students from 76 countries have studied in SJCC's ESL Program. This diversity reflects changing realities in the world and promises continued enrollment and importance to the ESL Program in the future.

4. Linguistic Background

Since fall of 1982, students entering SJCC's ESL Program have come from 57 language backgrounds. (See Appendix IV). For the purpose of this study, the major languages of the current ESL population are the most relevant. Based on the figures for entering students, they are shown in Table 4.

Table 4. Major Languages of Students Entering SJCC's ESL Program in 1987

	Spring 1987	Fall 1987
Vietnamese	28%	27%
Spanish	17%	21%
Chinese	15%	16%
Persian (including Dari)	12%	9%
Korean	7%	6%
Cambodian	5%	4%
	84%	83%

These figures for the entire program, however, may vary somewhat from the figures indicated above due to higher

persistence of some groups.

Summary:

In the ten semesters of this study, students from 76 language background have entered SJCC's ESL Program. As of spring 1987, over 80% of this group speaks one of the following languages: Vietnamese (27%), Spanish (19%), Chinese (16%), Persian, including Dari (11%), Korean (7%), and Cambodian (5%).

It is strongly felt that information on enrollment procedures and college policies should be made available in these languages.

5. District Geographical Distribution of Entering SJCC ESL Students

Table 5 shows the geographical distribution of incoming SJCC ESL students based on their Zip Codes as shown in their student profiles.

An analysis of 1200 profiles of ESL students entering SJCC in fall 1981 and from fall 1982 through fall 1987 was made. The earliest sample showed 71% of the entering ESL students concentrated in five areas: the downtown area south of Santa Clara Street (Zip Code 95112), the East Side area bordered by Coyote Creek, Santa Clara Street and Capital Expressway (Zip Code 95116), the area south of that (Zip

Code 95111), the neighborhood farther south of downtown surrounding Kelly Park (Zip Code 95122), and the area surrounding San Jose City College (Zip Codes 95126 and 95128). The downtown area continues to have the most consistently noticeable concentration of incoming ESL students, but it has gone from a high 28% to 11% of samples in this study. The areas around Kelly Park (95122) and the East Side bordered by Coyote Creek, Santa Clara Street and Capital Expressway (95116) continue to be important, as is the neighborhood surrounding San Jose City College (95126 and 95128).

Table 5. Geographical Distribution of Entering SJCC ESL Students, 1982-1987.

Zip Code	F81	F82	S83	F83	S84	F84	S85	F85	S86	F86	S87	F87
95111	12	9		5	13	5	4					
95112	22	16	28	21	16	21	21	21	17	21	14	11
95116	19	11	12	8	7	15	7	8	9	8	13	6
95117									7			
95118				5								
95120												7
95121										7		
95122	11	14	12	14	14	12	11	10	12			10
95124			6			5			7			
95125							7					
95126	7			7			7		7	8	14	
95128		9	6	8		6	5	12			9	8
95129									7			
95130							5					
95132							5					6
95133					11			5				
Milpitas										8		
Totals	71%	59%	64%	68%	61%	64%	68%	56%	59%	59%	50%	48%

In subsequent semesters, 59-68% of entering ESL students were drawn from shifting areas throughout the city, but their concentration remained noticeable. In spring 1987, the pattern began to change and continues to do so. While half of the incoming ESL students live in concentrated areas, the other half is spread throughout the community. This dispersal perhaps reflects changing job patterns, the movement of students to other neighborhoods as their economic situation improves and the concentration of ethnic enclaves in certain areas of the city. The dispersal also reflects advertising efforts to attract students from all areas of the city and its environs.

One of the pointed examples of how this information could have been used was illustrated in fall 1985 when evening ESL classes were arbitrarily assigned to Santa Teresa and Milpitas high schools. While SJCC classes in other subjects successfully fill at Santa Teresa High School, the area does not have a sufficient ESL population to merit the establishment of classes. Consequently, a total of three students appeared for the ESL class, which was canceled. The Milpitas classes, which only met for one semester, filled despite the fact that SJCC's ESL Program has never had a significant concentration of students from that area. Assignment of ESL classes to these areas should not have been made without

research as the ESL population does not follow the same patterns that the general English-speaking population does.

It should be noted that, while Zip Code/neighborhood information is useful for advertising and the establishment of classes at some off-campus locations, the area in which a student works may significantly influence his/her choice of a location in which to study. As a higher proportion of night students hold full-time jobs, this fact particularly applies to them and should be taken into consideration.

Summary:

Due to factors such as increased advertising and changing job patterns, the areas from which SJCC's ESL population has been drawn have shifted since the beginning of this study. The areas that continue to be of importance because of their ESL population concentrations are the downtown area, the Kelly Park area, the area bordered by Coyote Creek, Santa Clara Street and Capital Expressway, and the area surrounding SJCC.

This pattern of distribution should be researched for purposes of advertising and of establishing off-campus sites.

6. Length of Residence in the United States of Entering SJCC ESL Students, 1981-1987

Information on the length of time ESL students entering

SJCC have resided in the United States is shown in Table 6.

Table 6. Length of Time Entering SJCC ESL Students Have Resided in the United States, 1981-87.

	Less than 1 yr.	1-2 yrs.	3-4 yrs.	5-9 yrs.	10+ yrs.	Not stated
Fall 81	25%	57%	11%	3%	3%	1%
Fall 82	22%	57%	7%	7%	2%	5%
Spr. 83	12%	63%	11%	8%	5%	1%
Fall 83	7	58	20	8	3	4
Spr. 84	5	47	20	11	3	14
Fall 84	13	30	35	19	1	2
Spr. 85	11	42	22	44	1	3
Fall 85	6	36	27	24	4	4
Spr. 86	12	29	24	22	8	4
Fall 86	6	33	17	32	5	7
Spr. 87	6	36	15	26	12	5
Fall 87	4	33	19	31	13	-

Information on the length of time subjects in this study resided in the United States was divided into five categories:

a. one year or less

b. one to two years

c. three to four years

d. five to nine years

e. over ten years.

A sixth category was added for those who did not state the length of time they had been in the United States.

While it is evident that the largest group of entering ESL students fall into the 1-2-year category, looking at the

categories in combination provides a more meaningful look at trends.

In fall 1981 and for the first two semesters of this study (fall 1982, spring 1983), the largest percentages of entering ESL students (82%, 79%, and 75% respectively) resided in the United States for two years or less. It should be noted that in spring 1983, when the group that had been in the United States for two years or less represented 75% of the entering ESL population, the percentage of those who had been in the United States for one to four years was 74%.

The combination of groups that had been in the United States from 1-4 years remains dominant from fall 1983 through fall 1987. Starting in spring 1986, however, a new pattern emerged. The combination of the 3-4-year group and the 5-9-year group increased, representing 51%, 48%, 49%, 41%, and 52% through fall 1987. In fall 1986 and fall 1987, the percentage of students who entered the SJCC ESL Program for the first time after living in the United States for 3-9 years almost matched the percentage of those who had spent 1-4 years in the United States with 49% and 50%. This trend indicates that first-time entrants in SJCC's ESL Program have been in the United States longer than their counterparts entering the program before fall 1985. One explanation of

this trend is that these students may have taken adult education classes in the community and then decided that a move to a community college was their next step. Because of the length of time they have spent in the United States, their comprehension and fluency may also be greater than that of earlier groups. Further studies of test scores and interviews with incoming students, however, will be necessary to verify this hypothesis.

A steadily growing number of first-time SJCC ESL students state that they have been in the United States for ten or more years. Until fall 1986, this number had been exclusively Spanish-speaking. By fall 1986, the group expanded to include Vietnamese, Filipinos, and Indonesians. The majority of these individuals came to the United States as adults and did not attend American secondary schools.

It is interesting to note that the growth in the number of 3-9-year residents entering SJCC's ESL Program corresponds with the beginning of the program's publicity effort, indicating the continuing need for SJCC's ESL Program to make its presence known in the community.

Summary:

Since fall 1984, over 53% of the students entering SJCC's ESL Program have been in the United States three or more years.

This trend reverses an earlier one in which well over 53% of the students in this group had been in the United States for two years or less.

The implications of this fact for placement testing and teaching are great. The comprehension and fluency of these individuals is greater than that of their earlier counterparts. Testing methods will have to include an assessment of these skills through an oral interview and a reconsideration of the present testing instrument.

Many of these individuals have undoubtedly taken adult education classes emphasizing life skills. The curriculum focus of SJCC's Program should continue to explore and accommodate the range of these individuals' increasing subtle and sophisticated language needs.

It should be noted that the shift in enrollment to individuals who have lived in the United States three or more years coincides with increased foreign language advertising by SJCC's ESL Program.

7. Previous Educational Background of Entering SJCC ESL Students, 1981-1983

Incomplete data exist on the previous education of the subjects of this study because the question about earlier schooling was deleted from the Student Information Profile in the interest of simplifying the form. Nonetheless, this

information is available for fall 1981 and for the two earliest semesters of this study, fall 1982 and spring 1983.

Table 7. Previous Educational Background of Entering SJCC ESL Students, 1981-1983.

Level of Education	Fall 81	Fall 82	Spr. 83
6 years or less	12%	11%	9%
7-8 years	8%	1%	6%
9-11 years	15%	18%	17%
12 years	36%	32%	33%
13-14 years	11%	17%	10%
15-16 years	9%	8%	4%
16+ years	1%	2%	3%
Not stated	8%	11%	18%

In all, 57% of the subjects of the fall 1981 sample completed 12 years or more of schooling. Of this group, 21% appear to have attended one or more years of the university in their countries of origin. Ten percent of this group appear to have degrees, 1% having done graduate study.

Of the fall 1982 sample, 59% completed 12 years or more of schooling. Twenty-seven percent attended a university abroad with 10% probably completing degrees, 2% undertaking graduate work.

Of the spring 1983 sample, 50% completed 12 years of education or more. Of this group, 17% attended the university and 7% appear to have degrees. Three percent of this

group did some graduate work.

These figures tend to understate the actual level of education of the subjects of this sample, particularly the 200 individuals of the fall 1982 and spring 1983 groups. As was noted earlier, 26% and 21% of these respective groups entered SJCC's ESL Program while they were under the age of 22. It is highly likely that their overseas schooling was interrupted by their immigration and that they did in fact spend time in American high schools. As the original question only asked about schooling abroad, this information is possibly understated.

Secondly, some students in the SJCC ESL Program are under the mistaken impression that they would not be allowed to attend a community college were it known that they had overseas degrees. Operating under this misconception, they tend to understate their actual educational level in order to gain admission to a community college.

In examining the success of students in SJCC's ESL Program, the writer repeatedly observed a connection between previous education and the likelihood of success in an academically-structured ESL program, such as SJCC's. For that reason, the question on previous schooling was reworded and reinstated in the Student Information Profile for spring 1988. (See Appendix I). As additional data is accumulated, further

studies might be undertaken to examine the correlation between previous education, both abroad and in the United States, and success in SJCC's ESL Program, other coursework at SJCC and at transfer institutions. It would also be interesting to research the rate at which entering ESL students with previous university experience (1) pursue A.S. degrees and (2) transfer to four-year institutions.

Summary:

Although data on previous educational background were not gathered for eight semesters of this study, earlier data show that an average of 55% of the students entering SJCC's ESL Program finished 12 years of education abroad.

An average of 22% attended universities abroad, nine percent appear to have received degrees, while 2% did some graduate work. The figure on university attendance may be understated because of the mistaken belief on the part of some ESL students that access to the community college is denied to university graduates.

There appear to be a marked correlation between previous educational background and success in SJCC's academically-oriented ESL Program.

8. Entering SJCC ESL Students Who Have Attended American High Schools

HIGH SCHOOL ATTENDEES WHO TAKE THE ESL PLACEMENT TEST. In

spring 1986, questions about high school attendance in the United States were added to the student information profile. The questions asked the number of years the student had attended high school and the name of the high school. Table 8A shows the percentages that responded positively to the questions and their ESL placement.

Table 8A. Percentage of U.S. High School Attendees Who Took SJCC's ESL Placement Test and Their Placement.

Semester	% U.S. High School Attendees
Fall 1985	14%
Spring 1986	11.29%
Fall 1986	17.6%
Spring 1987	11%
Fall 1987	17.9%

Based on the information in Table 8A, a pattern has emerged showing that a higher percentage of those who take the placement test in the fall semester have attended American schools. A lesser percentage of those who take the placement test in the spring have attended American high schools.

ESL PLACEMENT OF SUBJECTS WHO ATTENDED AMERICAN HIGH SCHOOLS. Table 8B shows the ESL Placement of high school attendees taking the ESL Placement Test at SJCC.

Table 8B. ESL Placement of U.S. High School Attendees Who Took SJCC's ESL Placement Test.

Semester	Ss	Predominant Level 2-3 Placement	Predominant Level 3-4 Placement
Spring 1986	70		59.9%
Fall 1986	148	60.8%	
Spring 1986	57		63.0%
Fall 1987	103	71.8%	

Spring semester students predominantly placed in Levels 3 and 4 of the ESL Program. In Spring 1986, this placement represented 59.9% of the 70 students in this sample. In spring 1987, it represented 63% of a sample of 57 students. Comparable figures show that 60.8% of 148 students placed at Levels 2 and 3 in fall 1986 and 71.8% of 103 subjects placed at these levels in fall 1987.

ESL PLACEMENT OF STUDENTS WHO SPENT FOUR YEARS IN AMERICAN HIGH SCHOOLS. Limited data was available on the performance of students who had spent four years in American high schools. It is shown in Table 8C.

Table 8C. ESL Placement of Students Who Had Attended U.S. High Schools for 4 Years and Took SJCC's ESL Placement Test.

Semester	Ss	Placed Below Level 5
Fall 1986	46	83%
Spring 1987	13	76.9%
Fall 1987	37	89%

In fall 1986, 83% of the four-year high school attendees placed below Level 5 (ESL 92). In spring 1986, 76.9% of these students placed below Level 5. In fall 1987, 89% of these students placed below Level 5. Given the writing standards expected of students at San Jose City College and the emphasis on academic English, four years in an American high school does not appear to prepare ESL students for academic writing. In this aspect, their performance mirrors that of their native English-speaking peers.

"FEEDER" HIGH SCHOOLS OF ESL STUDENTS. An examination of high schools attended by ESL students taking SJCC's ESL Placement Test showed that seven schools in the area (Yerba Buena, San Jose, Independence, Lincoln, Overfelt, Andrew Hill and Del Mar) were named. Table 8D lists these feeder schools and the percentage of ESL students coming to San Jose City College from them.

Table 8D. Feeder Schools of SJCC ESL Students.

School	Spring 86	Fall 86	Spring 87	Fall 87
Andrew Hill		7.7%		7.0%
Del Mar		6.7%		8.2%
Independence	12%	12.6%	8.8%	7.0%
Lincoln	8%	10.6%	11.7%	9.4%
Overfelt			11.7%	
San Jose	12%	16.5%	14.7%	10.5%
Yerba Buena	20%	18.4%	11.7%	24.7%
Total	52%	72.5%	58.6%	66.8%

Of the seven schools noted, four (Independence, Lincoln, San Jose, Yerba Buena) remain constant in sending ESL students to SJCC. Andrew Hill and Del Mar High Schools exhibit a pattern of sending ESL students to SJCC in the fall only. Overfelt High School appears in the table once in spring 1987. As additional data becomes available, it would be interesting to see if this pattern holds true.

Some of the chief feeder schools of ESL students were overlooked in the Marketing Program for the San Jose-Evergreen Community College District (1987). These schools are Independence, San Jose, and Yerba Buena high schools. As inner-city schools, they provide San Jose City College with immigrant students, a group that is becoming increasingly important in San Jose and throughout the state. While the number of

traditional college-age high school graduates declines throughout the nation (NEA Higher Education Advocate, v. V, No. 7), the immigrant group grows and cannot be ignored.

Summary:

A slightly higher percentage of high school attendees who are candidates for ESL classes take the placement test in the fall semester and place at lower levels of ESL classes than their spring semester counterparts.

Between 76-89% of incoming ESL students who have attended four years of high school in the United States placed below ESL Level 5 (ESL 92). They are probably equal to their American-born, English-speaking peers in this placement.

A strong correlation seems to exist between school attendance, length of time in the United States and advanced ESL placement. Students who attend high school, then go to work before entering SJCC seem to have a higher level of English proficiency. Not enough data is available to support this hypothesis at the present time. However, it is apparent that ESL support will be needed for students who have attended American high schools for some time to come.

Seven high schools (Andrew Hill, Del Mar, Independence, Lincoln, Overfelt, San Jose, Yerba Buena) provide between 52-72.5% of the students who take the ESL Placement Test at SJCC. Inner-city schools, such as Independence, San Jose, and Yerba

Buena, need to be considered as feeder schools for SJCC as their population of immigrant students is not likely to diminish in the near future.

9. Intent of ESL Students at San Jose City College

The writer examined 1,000 transcripts to determine the intent of the ESL students in this survey. Based on this analysis, six categories of study patterns were established: ESL only, ESL + general courses, ESL + vocational courses, ESL + vocational + general courses, no ESL/vocational courses, and no ESL/general courses. Table 9 charts the enrollment patterns of this group of ESL students from fall 1982 to spring 1987. Additional columns have been added to indicate the totals of ESL + vocational and ESL + vocational/general categories.

Table 9. Intent of ESL Students, Fall 1982-Spring 1987.

	ESL only	ESL + general	ESL + vocat.	ESL + general + vocat.	No ESL/ vocat.	no ESL/ general	Total ESL + vocat.	Total ESL + vocat + general
F82	17%	31%	17%	31%	1%	3%	48%	79%
S83	34	26	11	22	2	5	33	59
F83	25	38	15	13	5	4	28	66
S84	27	30	9	23	6	5	32	62
F84	25	27	6	34	4	4	40	67
S85	46	28	9	11	5	1	20	48
F85	34	35	8	15	6	2	23	58
S86	44	26	10	8	7	5	18	44
F86	41	43	7	4	2	3	11	54
S87	56	33	2	6	1	2	8	41

Several observations can be made about ESL students and their relation to the rest of the college. Assuming that many of the ESL students entering SJCC as of fall 1986 are still not sufficiently proficient in English to undertake vocational or general courses, averaging the total who took ESL, general and/or vocational courses among the eight groups entering from fall 1982 to spring 1986 reveals that 60% of them went on to take courses other than ESL. This figures points to the fact that the ESL population of SJCC does not exist in and of itself. Rather it serves as a feeder to other courses and programs in the college and the district.

Averaging the percentage of ESL students from the first eight semesters of this study to determine the rate at which they have taken ESL and vocational courses yields 28%. This figure points to three possible conclusions. The first is that ESL students are more interested in availing themselves of ESL + general courses or ESL + general/vocational courses than the ESL/vocational combination exclusively. Secondly, students choosing to take vocational training exclusively have the option of attending one of many state- and federally-funded job training programs in the area or of enrolling in one of several vocational schools such as Condie Junior College or Heald Institute. In both cases, the level of English proficiency required in the job training programs and in

vocational schools is lower than that required at SJCC. State or federally funded programs may accept students at a level of English below SJCC's Level 1 while vocational schools accept Level 2 individuals into their programs. (Note: Students at SJCC do not undertake any vocational training until they are eligible for Levels 3 or 4). Both types of programs offer students the opportunity to acquire a marketable skill in a short time. Hence, it is assumed that a number of ESL students, being self-supporting older adults or heads of households, would choose to take vocational training in a shorter program outside SJCC.

Based on her experience as a Level 2 instructor, the writer notes that students at this level are eager to learn about SJCC's vocational programs and to make plans to take advantage of them. However, unless an ESL instructor at this level takes a personal interest in providing students with information, they do not know how to obtain it. Counselors are too overburdened to offer career information and the Career Center is sporadically staffed. The masses of brochures and fliers it provides are formidable to individuals struggling with a second language. A program to introduce ESL students to the District's vocational programs and the availability of informative multilingual brochures would have an impact on guiding individuals to appropriate vocational courses.

The options for studying English as a second language exist through state- and federally-funded programs, private schools, adult education schools, and community colleges. ESL classes in private institutions are not competitive with those in the public sector because of their high cost. ESL students regard adult education and community college courses as their two choices. In the period covered by this study, adult education classes have adopted a curriculum aimed at teaching life skills. Many of the individuals coming to SJCC have been in the United States for a sufficient time to have mastered these skills. That mastery and their desire to have a more rigorous program requiring regular attendance, homework assignments, and periodic assessment causes ESL students to choose a community college ESL program.

At this point, some comment should be made about District policies and their effects on ESL students' careers at SJCC. When the 1982 curriculum revision was undertaken, instructors writing course descriptions were told that all ESL courses had to be assigned letter grades. On the other hand, students of English 330 and English 320, two courses somewhat equivalent to level 4 of ESL, enjoy the credit/no credit option. Students who receive "no credit" in English 330, for example, simply repeat the course. The non-credit grade does not affect their grade point averages. ESL students at ALL levels are

given letter grades with dire consequences. Students who do badly during their first semester but succeed in making grades of C or better in the two succeeding semesters find themselves on probation of dismissal status at the end of their third semester. Through misunderstanding or a profound sense of defeat, these students never return to SJCC. It is felt that the grading options for levels 1-4 of ESL are in urgent need of reexamination in the interest of fairness and of preventing legal action by federal authorities citing discrimination against the limited English proficient.

Since the writer began this study, many people have asked about the trend in major specialization favored by ESL students as of 1987. The vocational areas most preferred by ESL students in the early semesters of this study was electronics. The downswing of that industry has caused many ESL students to avoid that major based on their own or relatives' experience with layoffs. The area that ESL students now tend to favor is business, with a noticeable concentration in accounting. Whether this trend will remain constant or whether there will be a resurgence of interest in electronics or a movement to yet another specialty remains to be tracked by future studies.

Summary:

An average of 60% of ESL students go on to study in other areas of the college. While the college may be favored by

students studying ESL, students may be taking vocational courses through other institutions because the courses are accelerated and require less English proficiency. The movement of ESL students is away from electronics to business, particularly accounting. It is felt that a significant number of Level 1-4 ESL students would have benefited by taking their courses with a credit/no credit option as their English 330/320 counterparts do instead of taking courses for letter grades. With this option, students' self-esteem would be enhanced and they would undoubtedly persist in their studies at SJCC for a longer time. Use of the credit/no credit option would also banish any claims of unfairness and the possibility of legal action against the District. Information about vocational programs needs to be brought to Level 2 and 3 ESL students through special presentations or multilingual brochures.

10. Number of Semesters at SJCC

Based on the data collected on the 1,000 subjects in this study, ESL students at San Jose City College spend an average of four semesters (including summers) at the college. For the most part, these students attend consecutive terms. An average of 4.2% of these students interrupt their coursework for one or more semesters. Table 10A shows the persistence

rate of individuals who have continued at the college for more than the four-semester average. Figures toward the bottom of the chart, however, indicate students who started at SJCC less than four semesters ago and are still enrolled.

Table 10A. Persistence Rate of ESL Students Attending SJCC

Entry Semester	Semesters at SJCC	% as of Fall 1987
Fall 1982	10+ semesters	10%
Spring 1983	9+ semesters	14%
Fall 1983	8+ semesters	16%
Spring 1984	8+ semesters	13%
Fall 1984	7+ semesters	21%
Spring 1985	6+ semesters	16%
Fall 1985	5+ semesters	28%
Spring 1986	4+ semesters	30%
Fall 1986	3+ semesters	33%
Spring 1987	2+ semesters	56%

The persistence rate for ESL students who continue at SJCC for 4 or more semesters as indicated by Table 10A is high: 18.2%. Several other factors beyond the scope of this study would be interesting to study. The first is the rate at which students continue from one semester to the next. From spring 1987 to fall 1987, that figure is 56%. From the data collected, the continuation rate from fall to spring semester cannot be determined. It would be useful

to collect this data and to see if increased ESL summer schools class offerings at SJCC affect the persistence rate of SJCC students. Lastly, it would be instructive to determine the number of ESL students in this study who were put on probationary or dismissal status as a result of the current SJCC grading policy for lower-level students and to see the effect of those numbers on the persistence rates shown in Table 10A.

The length of time A.A. recipients in this study spent at SJCC is 2.7 years or more than 5 semesters. Some ESL students were able to complete their work in 1½ years. It should be noted that they had undertaken work at other community colleges prior to entering SJCC. Others took 5½ years to complete their A.A. degrees.

The length of time ESL students in this study who transferred to four-year institutions spent at SJCC is 3 years or 6 semesters. Some of them transferred after 1 year, while others transferred after 5 years.

The length of time that these students took to obtain an A.A. degree or to transfer to a four-year institution is not related to their level of entering ESL placement. Some Level 6 students took four years to complete their work, the same length of time taken by Level 2 students. In fact, one Level 2 student transferred after 2 years.

The life circumstances (financial situation, family responsibilities, job demands, etc.) of these non-traditional learners seems more significant in affecting their progress in a community college program than their initial language proficiency.

Summary:

The average length of time spent at SJCC by the individuals in this study is four semesters. More than 18% persist for more than that number of semesters.

A.A. recipients spent 5+ semesters (2.7 years) before receiving their degrees while transfer students spent 6 semesters (3 years) at SJCC.

Persistence rates appear to be related to the letter-grade policy in ESL courses at SJCC. A significant factor affecting students' ability to complete coursework and receive an A.A. or to transfer seems to be life circumstances rather than initial ESL placement level.

11. A.A. Recipients and Transfer Students

Table 11A indicates the percentage of ESL students from this sample who received A.A. degrees and/or transferred to four-year institutions. Also included in the chart is the percentage of students from each semester's entering group who were still continuing their studies at SJCC as of fall 1987.

Table 11A. A.A. Recipients and Transfer Students

Starting Semester	A.A.	Transfer	Still at SJCC as of Fall 1987
Fall 1982	4%	5%	9%
Spring 1983	1%	2%	9%
Fall 1983	-	6%	12%
Spring 1984	2	5	9
Fall 1984	2	4	24
Spring 1985	1	2	24
Fall 1985	-	-	25
Spring 1986	-	-	28
Fall 1986	-	-	43
Spring 1987	-	-	50
Average through Spring 1985	1.66%	4%	

Information on A.A. recipients and transfer students does not yet appear for any students who have entered SJCC after spring 1985. Given the length of time that it takes ESL students to obtain an A.A. (5+ semesters) or to transfer to four-year institutions (6 semesters), students who entered SJCC in fall 1984 have not had sufficient time to realize their goals. The same argument can be made for those who entered in earlier semesters. Those students who entered SJCC in spring 1983 first received their A.A. degrees in spring 1987. With each passing semester, these figures can be expected to increase. It is suspected that even with the number of ESL students that it was impossible to track to four-year institutions, the performance of SJCC's ESL students in transferring to four-year institutions matches and, in some cases, surpasses the

figure for their native English-speaking counterparts.

Only 12.5% of the students in this study who have transferred took the A.A. degree first. It should be noted for future studies that the number of students receiving A.A. degrees represents an understatement of transfers as most transfer students appear to make their move based on the number of units they have accumulated rather than upon the receipt of the A.A. degree.

An argument can be made that the high percentage of transfer students in this ESL sample is due to the presence of F-1 (foreign student) visa holders. While one third of the transfer students in this study are F-1 students, that number can be reduced when the Iranians who have applied for political asylum are counted. The percentage of foreign students is then reduced to 16%.

Students in this study receiving A.A. degrees have been from Vietnam, Ethiopia, Cambodia, Chile, Taiwan, and Laos. Those transferring to four-year institutions have been from Vietnam, Ethiopia, Chile, Sierra Leone, Hong Kong, Thailand, Iran, Korea, Taiwan, Nigeria, and the Philippines.

It should be noted that Ethiopians, who represent no more than 6% of SJCC's ESL population, comprise 16% of the transfer students in this study. This fact may reflect the composition of SJCC's student population from that region.

For the most part, they are under 35 years of age, still young enough to consider a university education, and were college-bound students in their own country who have had their studies interrupted by civil disorder. This explanation, however, does not diminish the hardship this group of students faces as refugees from a Third World country attempting to obtain an American education.

Only 33% of the transfer students in this study are Vietnamese, an under-representation of the group that continues to be the largest in SJCC's ESL Program. This fact can perhaps be explained by the vast age range (18-50+ years) of the individuals from this group and the fact that approximately 3% of this group may have already taken a B.A., B.S., or higher degree abroad.

Only one A.A. recipient/transfer student in this study is from Latin America. The underrepresentation reflected in this fact is not so striking given the low percentages of students from Latin America shown in the early semesters of this study. This group shows a broader range of educational experience than any other in the survey. A number of individuals from all parts of Latin America have had some university education or hold B.A. or B.S. degrees. Others have less than a sixth-grade education. While it will be important to monitor the progress of this group to transfer institutions, it is

of greater importance to attract them to the college in the first place.

PERFORMANCE OF ESL STUDENTS IN THIS SAMPLE AT SJSU. Forty-five percent of the transfer students in this study have gone to San Jose State University, which keeps excellent records of its students' progress. Using data provided by SJSU, the information in Table 11B was obtained for all new students from SJCC, all SJCC students at SJSU, and the subjects from this study.

Table 11B. Progress at SJSU, Spring 1987

Subjects in Study (ESL Students from SJCC)	Total GPA	Spring 87 GPA
#98	2.65	2.75
#160	3.07	3.25
#194	3.00	3.00
#249 (probation)	1.81	1.85
#271	3.10	3.10
#273	3.25	3.25
#351 (Dean's Scholar)	3.42	3.82
#364 (probation)	1.91	1.35
#371	1.66	1.00
#906	3.02	2.97
#915	2.56	2.56
Average	2.67	2.62
New from SJCC	2.45	2.48
All SJCC transfers	2.67	2.54
All SJSU students	2.63	2.56

The average total GPA of the subjects in this study in spring 1987 was 2.67, equal to all SJCC transfers at SJSU and above the 2.63 GPA of all SJSU students.

Summary:

The average percentage of subjects from this study who receive A.A. degrees is 1.66%. The average percentage who transfer to four-year institutions is 4%. Data for the subjects in this study stops as of the spring 1985 entering group indicating that final figures are not in for all groups. They continue to pursue their goals. Nine percent of the subjects from fall 1982 and spring 1983 were continuing at SJCC as of fall 1987. The percentage of continuing students in this study increases with each semester.

The transfer rate for ESL students in this study is probably higher than the transfer rate for their native English-speaking counterparts.

Students from Ethiopia were overrepresented as 16% of the transfers in this study, a proportion exceeding their presence in the study. Students from Vietnam and Latin America represented 33% and 4% respectively of the transfer students in this study, proportions below their numbers in this sample. These underrepresentations probably reflect the age span in these populations. In the case of the Vietnamese, the number of subjects with previous university degrees is reflected.

In the case of the Latin Americans, the same factor operates coupled with a higher number of individuals at the lower end of the educational spectrum.

The performance (measured by GPA) of subjects from this study at San Jose State University, where 45.8% of them have transferred, is on the whole above that of all SJCC transfers and all SJSU students.

CONCLUSION

The profile of the students entering San Jose City College's ESL Program has changed significantly since Fall 1981, the year preceding this study. In that semester, the group was primarily Vietnamese (86%) with the remainder from 10 other countries, resident in the United States for two years or less (79%), living in a downtown San Jose neighborhood (53%), and between the ages of 18-39 (84%). Their principal languages were Vietnamese (65%) and Chinese (21%). A significant proportion of these individuals were refugees (90%) and had had more than 12 years of education in their home countries (21%). Few had attended high school in the United States. Many were receiving public assistance. While the performance of the 1981 group at San Jose City College was not the chief focus of this study, 79% of their successors who entered SJCC's ESL Program in fall 1982 went on to take vocational and general courses in the college. Of the fall 1982 group, 48% concentrated on ESL combined with vocational subjects.

By fall 1987, the group entering SJCC's ESL Program still was led by the Vietnamese, but who now represented only 35% of the entrants. Individuals from some 76 other countries have now passed through the program. For the most part, these individuals had resided in the United States for three years or longer (63%). While their largest concentration

remained downtown (17%), it was considerably smaller than in previous years as students were now scattered throughout the community. They had aged as a group; 73% of them were between 22-39 years old. Their primary languages (83%) were Vietnamese (27%), Spanish (21%), Chinese (16%), Persian (9%), Korean (6%), and Cambodian (4%). Their number was still made up of a significant percentage of refugees (58%), but they were now, for the most part, no longer dependent on public assistance. A steady percentage (17%) of those who took the ESL placement test now indicated that they had spent 1-4 years in American high schools, a fact that did not prevent most of them from placing in levels 2 and 3 of SJCC's 6-level ESL Program.

It is difficult to make conclusive statements for the 1,000 individuals in this study, as many of them (24%) were still continuing their studies at SJCC as of fall 1987. As a whole, however, they average four semesters at the college, with 4% interrupting their studies for a semester or longer. To date, 1.66% of them have received A.A.'s and 4% of them have transferred to four-year institutions. Those figures are certain to rise with each passing semester, based on the 24% still attending SJCC. The largest group (45.8%) of those who have transferred to four-year institutions go on to San Jose State University, where in fall 1987, their performance was above that of all SJCC transfers and all SJSU students.

Looking at the ethnic composition of those transfer students, Ethiopians (16%) are overrepresented, given their number in the study, while Vietnamese (33%) and Hispanics (4%) are underrepresented given their numbers in the total program. Surveying the San Jose community as a whole, it appears that Hispanics, Filipinos, and Portuguese are underrepresented in the ESL Program and at San Jose City College.

It should be borne in mind, however, that pursuing an A.A. and transferring to a four-year institution are only two of the functions of a community college. The institution remains important for its function in providing vocational training and skills improvement, including the acquisition of English for the growing foreign-born population, as well as for educational enrichment for the population as a whole.

Some concern has been expressed that the decline of Vietnamese enrollments signal the decline of San Jose City College's ESL Program. To those experienced in international education, the diversification of a program's ESL population is viewed as a sign of health and a reflection of national and international realities. The ESL population at SJCC is bound to change as community trends and immigration patterns fluctuate.

It should be pointed out that the size of the program does not appear to be diminishing. In fall 1985, the program

had 1995 enrollments. Two years later, in fall 1987, that number held constant at 1990. In spring 1988, it rose to 2065 enrollments, a 3.5% increase. In these three semesters, in fact in all semesters for the previous five years, there have been waiting lists of students who could not be accommodated by SJCC's ESL classes, oversized as they are. San Jose City College's ESL Program is not only here today. It promises to be here for many tomorrows to come.

RECOMMENDATIONS

The following recommendations are made on the basis of data included in this study and on significant information that was discovered in the course of researching this paper. While all of the points are specific to San Jose City College, many of them can be applied to other colleges as well.

The biggest obstacle to students' persistence at SJCC is innocuously stated in the course descriptions for all of its ESL classes ... "may be taken for letter grade ...".

In recent years, efforts have been made to equate the ESL classes with the so-called remedial classes. While English 330 and English 320 are taken on a credit/no credit basis so as not to penalize the student for poor performance, ESL classes at the same level and three levels below English 330/320 have been assigned letter grades for the most part. An examination of students' transcripts reveals the results.

Subject No. 2 of this study, a 47-year-old attorney with a business and a family of five children, received a 0. GPA based on one W and 2 F's in his Level 1 ESL classes during his first semester. After a hiatus of 6 semesters, he returned to SJCC and received GPA's of 2.42 and 2.38. At the end of his third semester, however, he was dismissed as his cumulative GPA was only 1.78. Greatly demoralized, he has not

chosen to return to SJCC, partly because of his shame in facing his American-educated children.

Recommendation 1: Grade Level 1-4 ESL classes on a credit/no credit basis. Maintaining a non-parallel grading scheme may subject the District to future legal action.

A constant percentage of high school students (17% in fall, 11% in spring) currently take the ESL placement test. Four local schools (Independence, Lincoln, San Jose, Yerba Buena) appear as feeder schools for this population.

Recommendation 2: Focus recruiting efforts on these schools, possibly by identifying SJCC ESL student alumni from the schools and enlisting them to address students at their high schools.

Recommendation 3: Often immigrant high school students have little or no knowledge of career options because their families do not provide them with the precedent of having gone through the same system. Part of the recruitment effort aimed at immigrant high school students should include a vocational presentation to them on their career options including university attendance.

Recommendation 4: Consider a college visitation day for ESL students from each of the four feeder high schools. Have SJCC ESL students from those high schools serve as guides.

Recommendation 5: Establish liaison between the SJCC ESL Program and the ESL staff at the local high schools for an

exchange of ideas and information. This liaison will also serve as an avenue for student referrals.

The aging of SJCC's ESL population may mean that fewer students will transfer and more will take vocational courses. However, sufficient information about vocational courses is not currently available to Level 1-3 ESL students, particularly those in night programs.

Recommendation 6: Make multi-lingual information (Vietnamese, Spanish, Chinese, Korean, Persian, Cambodian detailing the District's vocational offerings available.

Recommendation 7: As Level 3 ESL students prepare to choose vocational courses, present speakers' panels of instructors or other ESL students enrolled in those courses to them to inform them of their choices and answer their questions. This information can be targeted at Level 3 ESL students as a listening/speaking class activity.

That a great number of ESL students enroll at SJCC is nothing short of miraculous given the dearth of information and assistance to the limited English proficient. Despite the best efforts of the Admissions and Records Office, 49% of those enrolling in spring 1987 had no explanatory material or individuals assisting them in their languages.

To facilitate the enrollment of ESL students, the writer arranged to have instructions for enrolling in the college

translated into Vietnamese by Patricia Nguyen of the ESL Program and into Spanish by Angelica Esparza of the EOPS Office.

Recommendation 8: Have admissions information translated into additional languages, i.e., Chinese, Korean, Persian, and Cambodian. The availability of this information will increase enrollments and lessen the frustration of prospective ESL students and the Admissions and Records Office staff attempting to assist them.

Recommendation 9: Produce a multi-lingual brochure on SJCC's ESL Program for distribution in the community and at the time students take the placement test. In the informational literature currently produced by the college, ESL is not mentioned at all.

Recommendation 10: In the absence of counselors or aides to explain college procedures to incoming ESL students, audiotapes or videotapes of orientation information should be produced in Vietnamese, Spanish, Chinese (Cantonese and Mandarin), Persian, Korean and Cambodian, and periodically updated as information changes. The availability of these tapes should be stated in the foreign language admissions procedures.

Recommendation 11: Consider increasing the number of Vietnamese certificated and classified personnel as the population of the community grows. At the present time, it

is not sufficiently represented within the college in proportion to Hispanic and Black minorities and their presence in the community.

Recommendation 12: As the population of the District continues to diversify, consider hiring a Chinese-speaking counselor or other full-time Chinese-speaking staff members. This recommendation stresses bilingual ability rather than ethnicity.

These recommendations should not be construed as a demand for bilingual instruction at the community college level. They are purely pragmatic in intent, i.e., to assist the limited English proficient with the unfamiliar procedures of registering at SJCC so that they can begin the process of becoming fully functional in the language and gaining access to the California community college system.

Students who find themselves on probationary or dismissal status have received a letter from the Counseling Department advising them to make an appointment to clear their status. While the American-born students generally avail themselves of this opportunity, the ESL students do not. "Probation" (which is strikingly similar in sound to "deportation") spells shame and loss of face to the foreign-born. It is a word with very negative connotations to them and many of them simply do not understand that they are to be given a second chance

under the American system. In cooperation with Charles Southward and Peggy Harrington, the probation/dismissal letter has been reworded and Vietnamese- and Spanish-language versions (courtesy of Patricia Nguyen and Angelica Esparza) affixed.

Recommendation 13: Translate the letter into additional languages (Chinese, Persian, Korean, Cambodian) so that students clearly understand their options.

As in all ESL programs, SJCC's ESL program is best advertised by word-of-mouth. A small amount of money is budgeted each term to place foreign language advertising in print and broadcast media. A question concerning how individuals first learned of SJCC's ESL Program was placed on the spring 1988 student profile. Approximately 20% of the respondents (a remarkably high number, according to public relations specialists) indicated that they learned of the program through newspapers.

Recommendation 14: Expand print advertising of the ESL Program by taking more advertisements in the foreign language press over a longer period of time.

Recommendation 15: Strive to place feature articles about District programs in the foreign language press.

Recommendation 16: Increase the number of foreign language radio spots and the period of time they are run.

One of the most difficult parts of this study has been assembling random samples of 100 students who took the ESL placement test and actually enrolled. In the early semesters of this study, 68-69% of those who took the test actually enrolled. In recent semesters, this number has declined to 49%, a 20% decrease.

Tim Huston of the Testing Center has done heroic work in administering the ESL Placement test to 500-1000 students each semester in addition to the hundreds of students in other programs that he serves. The decline in ESL enrollments, however, corresponds with the time that the ESL teachers stopped administering the test and explaining enrollment procedures and program set-up to the students.

Recommendation 17: ESL teachers should be present at the end of each test session to explain the program and enrollment procedures to students and to answer their questions. As this involves a considerable expenditure of time during evenings, weekends, and school breaks, financial compensation or load compensation should be given to the teacher(s) involved.

Recommendation 18: A bilingual aide should be hired and trained to administer the ESL test and to explain the program to incoming students. A Vietnamese-English former teacher (reflecting the greatest percentage of ESL enrollments) is preferred for this position as the Admissions Office and Counseling staff already have a number of Spanish speakers.

A noticeable proportion of those students who took the ESL Placement Test and did not register placed in lower level classes that had waiting lists. Some of these students showed remarkable persistence in that they returned to the college the following semester--8 months later--to take classes.

Recommendation 19: The cap has now been removed from ESL and remedial classes. Establish more morning and evening Level 1-3 ESL classes.

Recommendation 20: As the college's classroom space is booked to capacity, rent classrooms in the neighborhoods, particularly in downtown locations, and in areas close to the college, to establish more morning and evening classes.

As entering ESL students have been in the United States for three or more years, they are beyond the need for survival English. The ESL Program has prudently built a curriculum that reflects this reality. However, a number of students who originally placed at the three highest levels where listening/speaking classes are not required later enrolled in such classes.

Recommendation 21: Conduct a needs assessment to see if SJCC's ESL Program should offer more listening/speaking courses, English-for-special-purposes courses, and courses at special times such as Saturdays.

The student body in SJCC's ESL Program has diversified: it now includes individuals who have resided in the United

States longer, attended American high schools, or come from cultures that do not restrict them from developing their second language verbal abilities to the maximum.

Recommendation 22: Include an oral interview as part of the testing battery. State law prohibits the placement of students based on one test. Providing an interview as well as the writing sample will protect the District from the possibility of legal action and place students in appropriate courses more effectively.

For some time, the ESL Program's supplies budget has been fixed at $400.00 per year. At the current rate of enrollment, this figure amounts to 9 cents per enrollment, if summer school students are not counted. The figure is not adequate for audiotape replacements and the acquisition of supplies and materials. In view of the fact that SJCC now receives positive attendance credit for language laboratory attendance, the maintenance of adequate audiotape supplies and other materials is crucial.

Recommendation 23: Increase the ESL supplies budget to a realistic figure for a program with 4060 enrollments per academic year.

APPENDICES

APPENDIX I

placement test _____ writing sample _____ interview _____ placement level _____

Student Information Sheet

Name: _____
(Family) (First name) (Middle name)

Social Security Number: _____

Address: _____
(Street) (City) (Zip Code)

Telephone number: _____ How old are you? _____

Male_____ Female_____ What country are you from? _____

Have you taken any classes at SJCC before? _____yes _____no

If yes, when? _____
(semester) (year)

What languages do you speak? _____

When did you come to the United States? _____

What was your job in your country? _____

What job would you like to have in the future? _____

How many years did you go to school in your country? _____

Did you attend a university outside the United States? _____yes _____no

How many years did you attend a university outside the United States? _____

Have you attended high school in the United States? _____yes _____no

If you answer is yes, what is the name of the high school that you attended?

_____

For how many years did you attend an American high school? _____

How did you hear about our ESL Program? (Check the answer)

_____a family member _____the newspaper _____a sign or flier

_____a friend _____the radio _____a library

_____television _____a church

Spring 1988

انگلیسی یاد بگیرید!

hoc anh văn

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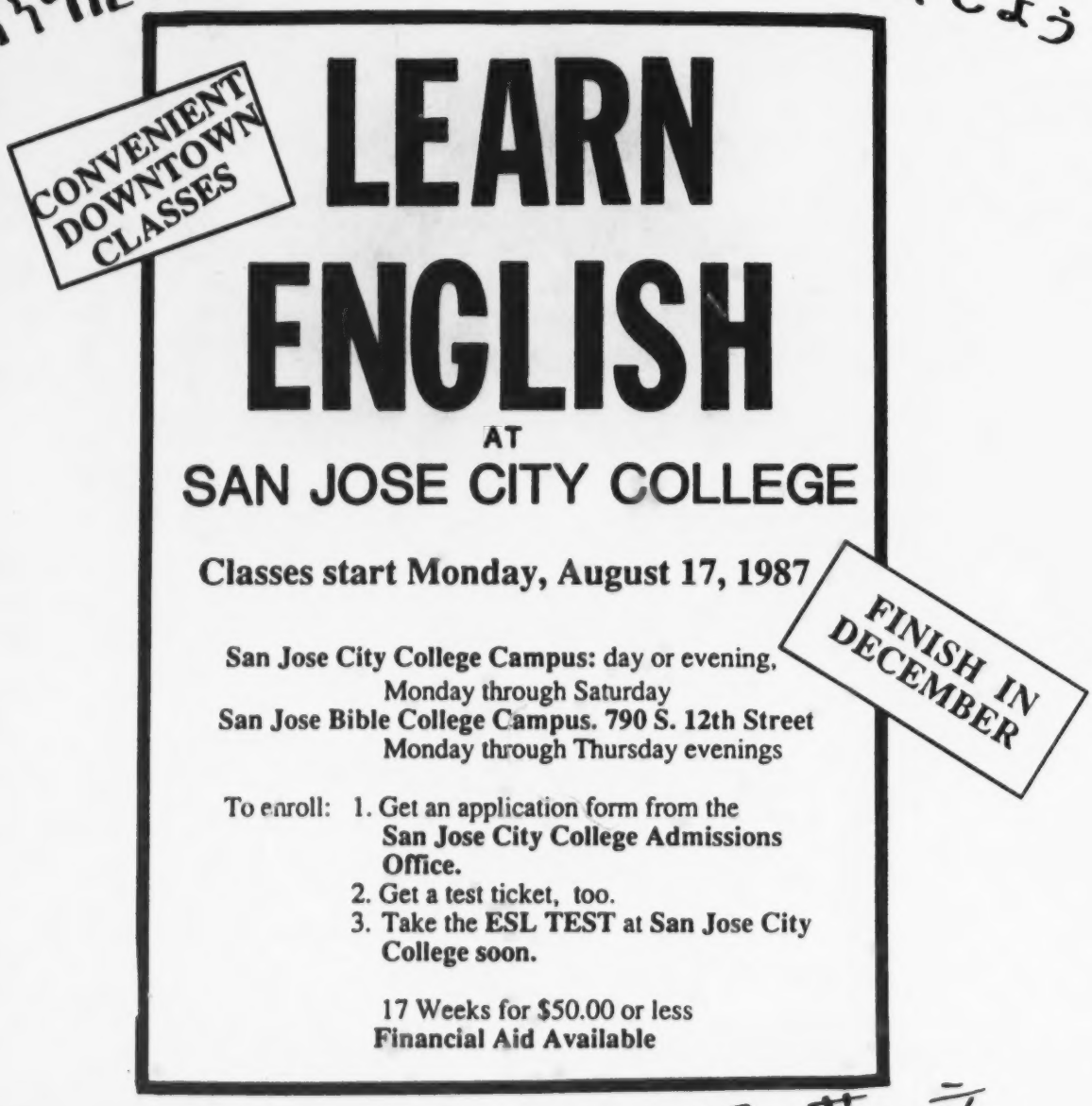
APRENDA INGLÉS

ចូរ រៀន ភាសា អង់គ្លេស!

英語を勉強しよう


CONVENIENT DOWNTOWN CLASSES
LEARN
ENGLISH
AT
SAN JOSE CITY COLLEGE
Classes start Monday, August 17, 1987
FINISH IN DECEMBER
San Jose City College Campus: day or evening, Monday through Saturday
San Jose Bible College Campus. 790 S. 12th Street Monday through Thursday evenings
To enroll: 1. Get an application form from the San Jose City College Admissions Office.
2. Get a test ticket, too.
3. Take the ESL TEST at San Jose City College soon.
17 Weeks for $50.00 or less
Financial Aid Available

Mag-aral ng English

學習英文

영어를 배웁시다

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تعلم الأنكليزية

COUNTRIES OF ORIGIN--SJCC ESL STUDENTS
Fall 1982 - Fall 1987

Afghanistan
Angola
Argentina
Austria
Bangladesh
Bolivia
Brazil
Burma
Cambodia
Chile
China
Colombia
Cuba
Cyprus
Czechoslovakia
Denmark
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
Fiji
Germany (West)
Greece
Guatemala
Haiti
Honduras
Hong Kong
Hungary
Iceland
India
Indonesia
Iran
Iraq
Israel
Italy
Japan
Jordan
Korea
Kuwait
Laos
Lebanon
Libya
Malaysia
Mexico
Micronesia
Morocco
Nicaragua
Nigeria
Norway
Pakistan
Palestine
Panama
Peru
Philippines
Poland
Portugal
Romania
Saipan
Saudi Arabia
Sierra Leone
Somalia
Spain
Sri Lanka
Switzerland
Sudan
Syria
Taiwan
Thailand
Tonga
Turkey
Uruguay
USA (Guam, Puerto Rico, Samoa)
USSR
Venezuela
Vietnam
Yemen
Yugoslavia

APPENDIX IV

NATIVE LANGUAGES OF SJCC ESL STUDENTS
Fall 1982 - Fall 1987

Aderi
Amharic
Arabic
Armenian
Assyrian
Bengali
Burmese
Cachiquel
Cambodian
Chamorro
Chinese
Creole
Czech
Dutch
French
German
Greek
Gujarati
Hebrew
Hindi
Hmong
Hungarian
Icelandic
Igbo
Ilocano
Indonesian
Italian
Japanese
Korean
Laotian
Malayalam
Marathi
Mende
Mien
Oromo
Palavan
Pangasinan
Pashtu
Persian (and Dari)
Polish
Portuguese
Punjabi
Romanian
Russian
Samoan
Serbo-Croat
Singhalese
Somali
Spanish
Tagalog
Tamil
Thai
Tigrinya
Tongan
Turkish
Urdu
Vietnamese

ENDNOTES

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